

# **English Language Arts Learning Standards**

# English Language Arts Anchor Standards

## Reading Anchor Standards

*Please note:* For the grade level and grade band standards, RI and RL are included to show how the standard applies to either reading informational (RI) or literary texts (RL) or both (RI&RL).

### Key Ideas and Details

**Standard 1:** Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

**Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Standard 6:** Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

### Integration of Knowledge and Ideas

**Standard 7:** Integrate and evaluate content presented in diverse media and formats.

**Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the

validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Standard 9:** Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

## **Writing Anchor Standards**

### **Text Types and Purposes**

**Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**Standard 4:** Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

**Standard 5:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Research to Build and Present Knowledge**

**Standard 6:** Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

**Standard 7:** Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## Speaking and Listening

### Comprehension and Collaboration

**Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

**Standard 2** Integrate and evaluate information presented in diverse media and formats (, including visual, quantitative, and oral).

**Standard 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

**Standard 4:** Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

**Standard 5:** Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

**Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards

### Conventions of Standard English

**Standard 1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Standard 2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

## **Knowledge of Language**

**Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **Vocabulary Acquisition and Use**

**Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Standard 5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**Standard 6:** Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none"> <li>● think, write, speak, and listen to understand</li> <li>● read often and widely from a range of global and diverse texts</li> <li>● read for multiple purposes, including for learning and for pleasure</li> <li>● self-select texts based on interest</li> <li>● persevere through challenging, complex texts</li> <li>● enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li> <li>● monitor comprehension and apply reading strategies flexibly</li> <li>● make connections (to self, other texts, ideas, cultures, eras, etc.)</li> </ul>	<p>Writers</p> <ul style="list-style-type: none"> <li>● think, read, speak, and listen to support writing</li> <li>● write often and widely in a variety of formats, using print and digital resources and tools</li> <li>● write for multiple purposes, including for learning and for pleasure</li> <li>● persevere through challenging writing tasks</li> <li>● enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li> <li>● experiment and play with language</li> <li>● analyze mentor texts to enhance writing</li> <li>● strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li> </ul>

# Elementary English Language Arts Learning Standards

DRAFT

# New York State Prekindergarten English Language Arts Learning Standards

## **Range, Quality, and Complexity of Student Reading for P-5**

Students in grades Prekindergarten through Grade 5 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts.

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

## **Text Complexity Expectations for Prekindergarten**

Actively engage in group reading activities with purpose and understanding.

## **Prekindergarten Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

PKR1: Participate in discussions about a text. (RI&RL)

PKR2: Retell stories or share information from a text. (RI&RL)

PKR3: Ask and answer questions about characters, major events, and pieces of information in a text. (RI&RL)

### **Craft and Structure**

PKR4: Exhibit curiosity and interest in learning new vocabulary. (RI&RL)

PKR5: Interact with a variety of genres. (RI&RL)

PKR6: Describe the role of an author and illustrator. (RI&RL)

### **Integration of Knowledge and Ideas**

PKR7: Describe the relationship between illustrations and the text. (RI&RL)

R8: Not applicable to prekindergarten.

PKR9: Make connections between self, text, and the world. (RI&RL)



## **Prekindergarten Reading Standards: Foundational Skills**

### **Print Concepts**

PKRF1: Demonstrate understanding of the organization and basic features of print.

PKRF1a: Recognize that words are read from left to right, top to bottom and page to page.

PKRF1b: Recognize that spoken words are represented in written language.

PKRF1c: Understand that words are separated by spaces in print.

PKRF1d: Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.

PKRF1e: Recognize that letters are grouped to form words.

PKRF1f: Differentiate letters from numerals.

PKRF1g: Identify front cover and back cover.

### **Phonological Awareness**

PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

PKRF2a: Recognize and match spoken words that rhyme.

PKRF2b: Recognize individual syllables within spoken words (e.g. cup cake, base ball)

PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. /m/ /a/ /p/)

### **Phonics and Word Recognition**

PKRF3: Demonstrate emergent phonics and word analysis skills.

PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

### **Fluency**

PKRF4: Displays emergent reading behaviors with purpose and understanding (e.g. pretend reading).

## **Prekindergarten Writing Standards**

### **Text Types and Purposes**

PKW1: Use a combination of drawing, dictating, oral expression, and/or writing to state an opinion about a familiar topic.

PKW2: Use a combination of drawing, dictating, oral expression, and/or writing to name a familiar topic and supply information.

PKW3: Use a combination of writing, drawing, dictating, and/or oral expression to narrate an event or events in a sequence.

PKW4: Create a poem, dramatization, art work, or other response to a text, author, or personal experience.

PKW5: *Begins in Grade 4*

### **Research to Build and Present Knowledge**

PKW6: Ask questions and participate in shared research to answer questions and to build knowledge.

PKW7: Engage in a discussion using gathered information from experiences or provided resources.

## **Prekindergarten Speaking and Listening**

### **Comprehension and Collaboration**

PKSL1: Participate in collaborative conversations with peers and adults in small and large groups and during play.

PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

PKSL1b: Participate in extended conversations.

PKSL2: Look at and listen to diverse texts and formats.

PKSL3: Identify the speaker.

### **Presentation of Knowledge and Ideas**

PKSL4: Name familiar people, places, things, and events.

PKSL5: Create a visual display.

PKSL6: Express thoughts, feelings, and ideas.

## **Prekindergarten Language Standards**

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is

expected to know and be able to use the skills *by the end of Grade 2*. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard PKL1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Core Conventions Skills** for Grades Prekindergarten→Grade 2:

- Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. → Use common, proper, and possessive nouns. → Use collective nouns (e.g., group).
- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**Standard PKL2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### **Core Punctuation and Spelling Skills** for Grades P→2:

- Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.
- Attempt to write symbols or letters to represent words.
- Recognize and name end punctuation. → Use end punctuation for sentences.

- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings.

### **Knowledge of Language**

KL3: (Begins in grade 2)

### **Vocabulary Acquisition and Use**

PKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

PKL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

PKL5: Explore and discuss word relationships and word meanings.

PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

PKL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., *up/down, stop/go, in/out*).

PKL5c: Use words to identify and describe the world around them.

PKL5d: Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

PKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# Kindergarten English Language Arts Learning Standards

## **Range, Quality, and Complexity of Student Reading for P-5**

Students in grades Prekindergarten through Grade 5 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

## **Text Complexity Expectations for Kindergarten**

### **Grades Kindergarten and 1: Reading and Level of Text Complexity**

Actively engage in group reading activities with purpose and understanding. By the end of the school year, read literary and informational texts that are at or above grade level. Please note that during instruction, kindergarten and first grade students should read texts that specifically correlate to their reading level and word knowledge. During instruction, educators should provide scaffolding and support as needed.

## **Kindergarten Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

KR1: Ask and answer questions about a text. (RI&RL)

KR2: Retell stories or share key details from a text. (RI&RL)

KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

### **Craft and Structure**

KR4: Identify specific words that express feelings and senses. (RI&RL)

KR5: Identify literary and informational texts. (RI&RL)

KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)

## **Integration of Knowledge and Ideas**

KR7: Describe the relationship between illustrations and the text. (RI&RL)

KR8: Identify specific information to support ideas in a text. (RI&RL)

KR9: Make connections between self, text, and the world. (RI&RL)

## **Kindergarten Reading Standards: Foundational Skills**

### **Print Concepts**

KRF1: Demonstrate understanding of the organization and basic features of print.

KRF1a: Follow words from left to right, top to bottom, and page by page.

KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.

KRF1c: Understand that words are separated by spaces in print.

KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.

KRF1e: Identify the front cover, back cover, and title page of a book.

### **Phonological Awareness**

KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

KRF2a: Recognize and produce spoken rhyming words.

KRF2b: Count, blend and segment syllables in spoken words.

KRF2c: Count, blend, and segment individual sounds (phonemes) in spoken one-syllable words.

KRF2d: Create new words by manipulating the phonemes orally in one-syllable words.

### **Phonics and Word Recognition**

KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.

KRF3b: Decode short vowel sounds with common spellings.

KRF3c: Decode some regularly spelled one-syllable words.

RF3d: Begins in 1<sup>st</sup> Grade.

KRF3e: Read common high-frequency words by sight.

## **Fluency**

KRF4: Read emergent-reader texts with purpose and understanding.

## **Kindergarten Writing Standards**

### **Text Types and Purposes**

KW1: Use a combination of drawing, dictating, oral expression, and/or writing to state an opinion about a familiar topic and state a reason to support that topic.

KW2: Use a combination of drawing, dictating, oral expression, and/or writing to name a familiar topic and supply information.

KW3: Use a combination of writing, drawing, dictating, and/or oral expression to narrate an event or events in a sequence.

KW4: Create a poem, dramatization, art work, or other response to a text, author, or personal experience.

W5: Begins in Grade 4

### **Research to Present Knowledge**

KW6: Ask questions and participate in shared research to answer questions and to build knowledge.

KW7: Recall relevant information from experiences or gather information from provided sources to answer a question.

## **Kindergarten Speaking and Listening**

### **Comprehension and Collaboration**

KSL1: Participate in collaborative conversations with peers and adults in small and large groups and during play.

KLS1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

KSL1b: Participate in conversations through multiple exchanges.

KSL2: Confirm understanding of diverse texts and formats through oral conversation and visual display.

KSL3: Ask and answer questions to clarify what the speaker says.

### **Presentation of Knowledge and Ideas**

KSL4: Name familiar people, places, things, and events with detail.

KSL5: Create visual displays to support descriptions.

KSL6: Express thoughts, feelings, and ideas clearly and completely.

## **Kindergarten Language Standards**

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills *by the end of Grade 2*. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard KL1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Core Conventions Skills** for Grades Prekindergarten→Grade 2:

- Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. → Use common, proper, and possessive nouns. → Use collective nouns (e.g., group).
- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.



- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**Standard KL2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Core Punctuation and Spelling Skills for Grades P→2:**

- Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.
- Attempt to write symbols or letters to represent words.
- Recognize and name end punctuation. → Use end punctuation for sentences.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings.

**Knowledge of Language**

L3: (Begins in grade 2)

**Vocabulary Acquisition and Use**

KL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

KL5: Explore and discuss word relationships and word meanings.

KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are *colorful*).

KL5d: Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

DRAFT

# 1<sup>st</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for P-5

Students in grades Prekindergarten through Grade 5 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

## Text Complexity Expectations for 1<sup>st</sup> Grade

### Grades Kindergarten and 1: Reading and Level of Text Complexity

Actively engage in group reading activities with purpose and understanding. By the end of the school year, read literary and informational texts that are at or above grade level. Please note that during instruction, kindergarten and first grade students should read texts that specifically correlate to their reading level and word knowledge. During instruction, educators should provide scaffolding and support as needed.

## 1<sup>st</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

1R1: Ask and answer questions about key ideas and details in a text. (RI&RL)

1R2: Identify a main topic or idea in a text and retell important details. (RI&RL)

1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

### Craft and Structure

1R4: Identify specific words that express feelings and senses. (RI&RL)

1R5: Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)

1R6: Identify examples of how illustrations and details support the point of view or purpose of the text. (RI&RL)

## **Integration of Knowledge and Ideas**

1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

1R8: Identify specific information an author gives that supports ideas in a text. (RI&RL)

1R9: Identify genres and make connections between self, text, and the world. (RI&RL)

## **1<sup>st</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### **Phonological Awareness**

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1RF2a: Blend and segment onsets and rhymes of spoken one-syllable words.

1RF2b: Count, blend and segment single syllable words that include consonant blends like claw and trip.

1RF2c: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.

1RF2d: Manipulate individual sounds (phonemes) in single -syllable spoken words.

### **Phonics and Word Recognition**

1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).

1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (for example, final –e conventions and common vowel teams).

1RF3c: Decode regularly spelled one-syllable words. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.

1RF3d: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).

1RF3e: Read most common high-frequency words by sight.

## **Fluency**

1RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

1RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **1<sup>st</sup> Grade Writing Standards**

### **Text Types and Purposes**

1W1: Write an opinion on a topic; give two or more reasons to support that opinion.

1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points.

1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.

1W4: Create a poem, dramatization, art work, or other response to a text, author, theme or personal experience.

W5: Begins in Grade 4

### **Research to Build and Present Knowledge**

1W6: Ask questions and participate in shared research to answer questions and to build knowledge.

1W7: Recall relevant information from experiences or gather information from provided sources to answer a question.

## **1<sup>st</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

1SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.

1SL2: Ask and answer questions about key details in diverse texts and formats.

1SL3: Ask and answer questions to clarify what the speaker says and identify a speaker's point of view.

### **Presentation of Knowledge and Ideas**

1SL4: Describe familiar people, places, things, and events with detail.

1SL5: Create visual displays to support descriptions to clarify ideas, thoughts, and feelings.

1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

## **1<sup>st</sup> Grade Language Standards**

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills *by the end of Grade 2*. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard 1L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Core Conventions Skills** for Grades Prekindergarten→Grade 2:

- Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. → Use common, proper, and possessive nouns. → Use collective nouns (e.g., group).
- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).

- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**Standard 1L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Core Punctuation and Spelling Skills for Grades P→2:**

- Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.
- Attempt to write symbols or letters to represent words.
- Recognize and name end punctuation. → Use end punctuation for sentences.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings.

**Knowledge of Language**

L3: (Begins in grade 2)

**Vocabulary Acquisition and Use**

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

1L4b: Use frequently occurring affixes as a clue to the meaning of a word.

1L4c: Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

1L5: Demonstrate understanding of word relationships and nuances in word meanings.

1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

1L5b: Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are *cozy*).

1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

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# 2<sup>nd</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for P-5

Students in grades Prekindergarten through Grade 5 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

## Text Complexity Expectations for 2<sup>nd</sup> Grade

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## 2<sup>nd</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

2R1: Ask and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)

2R3: In literary texts, describe how characters respond to major events and challenges. (RL)

In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

### Craft and Structure

2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)

2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)

2R6: Identify examples of how illustrations and details support the point of view or purpose of the text. (RI&RL)

## **Integration of Knowledge and Ideas**

2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

2R8: Explain how specific points the author makes in a text are supported by relevant reasons. (RI&RL)

2R9: Identify genres and make connections between self, text, and the world. (RI&RL)

## **2<sup>nd</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 2 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 2 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.

2RF3b: Decode short and long vowel sounds in two-syllable words (for example, peanut, sailboat, sunshine, and invite).

2RF3c: Decode regularly spelled two-syllable words.

2RF3d: Recognize and identify root words and common prefixes (e.g. re, reread, un, undo, hop, hopping).

2RF3e: Read all common high-frequency words by sight.

### **Fluency**

2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **2<sup>nd</sup> Grade Writing Standards**

### **Text Types and Purposes**

2W1: Write an opinion to support claim(s), using clear reasons and relevant evidence.

2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, and provide a concluding statement or section.

2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

2W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience.

W5: Begins in Grade 4

### **Research to Build and Present Knowledge**

2W6: Ask questions and participate in shared research to answer questions and to build knowledge.

2W7: Recall relevant information from experiences or gather information from provided sources to answer a question.

## **2<sup>nd</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.

2SL2: Recount or describe key ideas or details of diverse texts and formats.

2SL3: Ask and answer questions about what a speaker says; agree or disagree with the speaker's point of view.

### **Presentation of Knowledge and Ideas**

2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2SL5: Include digital media and/or visual displays in presentations to clarify ideas, thoughts, and feelings.

2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

## **2<sup>nd</sup> Grade Language Standards**

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills *by the end of Grade 2*. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard 2L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Core Conventions Skills** for Grades Prekindergarten→Grade 2:

- Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. → Use common, proper, and possessive nouns. → Use collective nouns (e.g., group).
- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.

- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**Standard 2L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Core Punctuation and Spelling Skills** for Grades P→2:

- Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays.
- Attempt to write symbols or letters to represent words.
- Recognize and name end punctuation. → Use end punctuation for sentences.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings.

**Knowledge of Language**

2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2L3a: Compare formal and informal uses of English.

**Vocabulary Acquisition and Use**

2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.  
2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).  
2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).  
2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).  
2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

2L5: Demonstrate understanding of word relationships and nuances in word meanings.

2L5a: Identify real-life connections between words and their use.  
2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).  
2L5c: Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

# 3<sup>rd</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for P-5

Students in grades Prekindergarten through Grade 5 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

## Text Complexity Expectations for 3<sup>rd</sup> Grade

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## 3<sup>rd</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

3R1: Ask and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)

3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)

In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

### Craft and Structure

3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)

3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)

In informational texts, identify and use text features to build comprehension. (RI)

3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)

### **Integration of Knowledge and Ideas**

3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)

3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)

3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

## **3<sup>rd</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 3 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 3 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

3RF3a: Identify and know the meaning of the most common prefixes and suffixes.

3RF3b: There is not a grade 3 standard for this concept.

3RF3c: Decode multi-syllabic words.

3RF3d: Identify, know the meanings of, and decode words with suffixes (e.g., -full, -action, -it)

3RF3e: Recognize and read grade-appropriate irregularly spelled words.

### **Fluency**

3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.



3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **3<sup>rd</sup> Grade Writing Standards**

### **Text Types and Purposes**

3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.

3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.

3W1b: Use precise language and content-specific vocabulary.

3W1c: Use linking words and phrases to connect ideas within categories of information.

3W1d: Provide a concluding statement or section.

3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

3W2a: Introduce a topic and organize related information together.

3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.

3W2c: Use precise language and domain-specific vocabulary.

3W2d: Use linking words and phrases to connect ideas within categories of information.

3W2e: Provide a concluding statement or section.

3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

3W3a: Establish a situation and introduce a narrator and/or characters.

3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

3W3c: Use words and phrases related to time to signal event order.

3W3d: Provide a conclusion.

3W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience.

W5: Begins in Grade 4

### **Research to Build and Present Knowledge**

3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.

3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

## **3<sup>rd</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

3SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

3SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.

3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.

3SL1d: Explain their own ideas and understanding of the discussion.

3SL2: Determine the main ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).

3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.

### **Presentation of Knowledge and Ideas**

3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.

3SL6: Identify contexts that call for formal English versus/or informal discourse.

## **3<sup>rd</sup> Grade Language Standards**

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills *by the end of Grade 5*. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard 3L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Core Conventions Skills** for Grades 3→5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

**Standard 3L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### **Core Punctuation and Spelling Skills** for Grades 3→5:

- Capitalize appropriate words in titles.
- Use correct capitalization.
- Use commas in addresses.
- Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use punctuation to separate items in a series.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
- Use quotation marks or italics to indicate titles of works.

### **Knowledge of Language**

3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3L3a: Choose words and phrases for effect.

3L3b: Recognize and observe differences between the conventions of spoken and written standard English.

### **Vocabulary Acquisition and Use**

3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies.

3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.

3L5: Demonstrate understanding of word relationships and nuances in word meanings.

3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or *helpful*).

3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went out for dessert*).

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# 4<sup>th</sup> Grade English Language Arts Learning Standards

## **Range, Quality, and Complexity of Student Reading for P-5**

Students in grades Prekindergarten through Grade 5 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

## **Text Complexity Expectations for 4<sup>th</sup> Grade**

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## **4<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)

In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

### **Craft and Structure**

4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)

In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)

In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

### **Integration of Knowledge and Ideas**

4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of the text. (RI&RL)

4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)

4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

## **4<sup>th</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 4 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 4 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4RF3b: Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g. roots, prefixes, and suffixes) to read accurately unfamiliar multisyllabic words in and out of context.

## Fluency

4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## 4<sup>th</sup> Grade Writing Standards

### Text Types and Purposes

4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.

4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.

4W1b: Use precise language and content-specific vocabulary.

4W1c: Use transitional words and phrases to connect ideas within categories of information.

4W1d: Provide a concluding statement or section related to the argument presented.

4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.

4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

4W2c: Use precise language and domain-specific vocabulary.

4W2d: Use transitional words and phrases to connect ideas within categories of information.

4W2e: Provide a concluding statement or section related to the information or explanation presented.

4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4W3a: Establish a situation and introduce a narrator and/or characters.

4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.

4W3c: Use transitional words and phrases to manage the sequence of events.

4W3d: Use concrete words and phrases and sensory details to convey experiences and



events precisely.

4W3e: Provide a conclusion that follows from the narrated experiences or events.

4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.

### **Research to Build and Present Knowledge**

4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.

4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

## **4<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

4SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and

relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

4SL5: Include digital media and/or visual displays in presentations to emphasize main ideas or themes.

4SL6: Distinguish between contexts that call for formal English versus/informal discourse; use formal English when appropriate to task and situation.

## 4<sup>th</sup> Grade Language Standards

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills *by the end of Grade 5*. The → is included to indicate skills that connect and progress across the band.

### Conventions of Standard English

**Standard 4L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### Core Conventions Skills for Grades 3→5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general, as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.

- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

**Standard 4L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Core Punctuation and Spelling Skills** for Grades 3→5:

- Capitalize appropriate words in titles.
- Use correct capitalization.
- Use commas in addresses.
- Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use punctuation to separate items in a series.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
- Use quotation marks or italics to indicate titles of works.

### **Knowledge of Language**

4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4L3a: Choose words and phrases to convey ideas precisely.

4L3b: Choose punctuation for effect.

4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### **Vocabulary Acquisition and Use**

4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4L5a: Explain the meaning of simple similes and metaphors in context.

4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.

4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

# 5<sup>th</sup> Grade English Language Arts Learning Standards

## **Range, Quality, and Complexity of Student Reading for P-5**

Students in grades Prekindergarten through Grade 5 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

## **Text Complexity Expectations for 5<sup>th</sup> Grade**

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## **5<sup>th</sup> Grade Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)

5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)

### **Craft and Structure**

5R4: Determine the meaning of words, phrases, figurative language, academic, and domain-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)

5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)

In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RL)

5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL)

In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

### **Integration of Knowledge and Ideas**

5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)

5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)

## **5<sup>th</sup> Grade Reading Standards: Foundational Skills**

### **Print Concepts**

RF1: There is not a grade 5 standard for this concept. Please see preceding grades for more information.

### **Phonological Awareness**

RF2: There is not a grade 5 standard for this concept. Please see preceding grades for more information.

### **Phonics and Word Recognition**

5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## 5<sup>th</sup> Grade Writing Standards

### Text Types and Purposes

5W1: Write an argument to support claims with clear reasons and relevant evidence.

5W1a: Introduce a precise claim and organize the reasons and evidence logically.

5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.

5W1c: Use precise language and content-specific vocabulary while offering an opinion on a topic.

5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.

5W1e: Provide a concluding statement or section related to the argument presented.

5W1f: Maintain a style and tone appropriate to the writing task.

5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.

5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.

5W2c: Use precise language and domain-specific vocabulary to explain a topic.

5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.

5W2e: Provide a concluding statement or section related to the information or explanation presented.

5W2f: Establish a style aligned to a subject area or task.

5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

5W3a: Establish a situation and introduce a narrator and/or characters.

5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.

5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5W3e: Provide a conclusion that follows from the narrated experiences or events.

5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

### **Research to Build and Present Knowledge**

5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.

5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

## **5<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5SL1d: Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions.

5SL2: Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).

5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**



5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.

5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance main ideas or themes.

5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

## 5<sup>th</sup> Grade Language Standards

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills *by the end of Grade 5*. The → is included to indicate skills that connect and progress across the band.

### Conventions of Standard English

**Standard 5L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### Core Conventions Skills for Grades 3→5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general, as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

**Standard 5L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Core Punctuation and Spelling Skills** for Grades 3→5:

- Capitalize appropriate words in titles.
- Use correct capitalization.
- Use commas in addresses.
- Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use punctuation to separate items in a series.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
→ Spell grade-appropriate words correctly, consulting references as needed.
- Use quotation marks or italics to indicate titles of works.

**Knowledge of Language**

5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

## Vocabulary Acquisition and Use

5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5L5a: Interpret figurative language, including similes and metaphors, in context.

5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

# Middle Grades English Language Arts Learning Standards

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# 6<sup>th</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for Grades 6-12

### Range of Text Types for 6-12

Students in grades 6 through 12 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### Text Complexity Expectations for 6<sup>th</sup> Grade

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## 6<sup>th</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL)

6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

### Craft and Structure

6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or

section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. (RL)

In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/ central ideas. (RI)

6R6: Identify the point of view and explain how it is developed and conveys meaning. (RI&RL)  
Explain how an author’s geographic location or culture affects his or her perspective. (RI&RL)

### **Integration of Knowledge and Ideas**

6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)

6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI&RL)

6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **6<sup>th</sup> Grade Writing Standards**

### **Text Types and Purposes**

6W1: Write arguments to support claims with clear reasons and relevant evidence.

6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.

6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.

6W1c: Use precise language and content-specific vocabulary to argue a claim.

6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

6W1e: Provide a concluding statement or section that explains the significance of the argument presented.

6W1f: Maintain a style and tone appropriate to the writing task.

6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect;
- 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
- 6W2c: Use precise language and domain-specific vocabulary to explain a topic.
- 6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 6W2e: Provide a concluding statement or section that explains the significance of the information presented.
- 6W2f: Establish and maintain a style appropriate to the writing task.

6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

- 6W3a: Engage the reader by introducing a narrator and/or characters.
- 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
- 6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- 6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

6W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to both literary and informational text, where applicable.

### **Research to Build and Present Knowledge**

6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

## 6<sup>th</sup> Grade Speaking and Listening

### Comprehension and Collaboration

6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

6SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.

6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### Presentation of Knowledge and Ideas

6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.

6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance main ideas or themes.

6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## 6<sup>th</sup> Grade Language Standards

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills *by the end of Grade 8*. The → is included to



indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard 6L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Core Conventions Skills** for Grades 6→8:

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Explain the function of verbals (gerunds, participles, infinitives).
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate verb shifts.

**Standard 6L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### **Core Punctuation and Spelling Skills** for Grades 6→8:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

### **Knowledge of Language**

**6L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6L3a: Vary sentence patterns for meaning, reader/listener interest, and style.

6L3b: Maintain consistency in style and tone.

## Vocabulary Acquisition and Use

6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

6L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

6L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6L5a: Interpret figurative language, including personification, in context.

6L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6L5c: Distinguish among the connotations of words with similar denotations (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# 7<sup>th</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for Grades 6-12

### Range of Text Types for 6-12

Students in grades 6 through 12 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### Text Complexity Expectations for 7<sup>th</sup> Grade

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## 7<sup>th</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)

7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

### Craft and Structure

7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL)

In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas. (RI)

7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL)

In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)

### **Integration of Knowledge and Ideas**

7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)

7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)

7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **7<sup>th</sup> Grade Writing Standards**

### **Text Types and Purposes**

7W1: Write arguments to support claims with clear reasons and relevant evidence.

7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.

7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.

7W1c: Use precise language and content-specific vocabulary to argue a claim.

7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

7W1e: Provide a concluding statement or section that explains the significance of the argument presented.

7W1f: Maintain a style and tone appropriate to the writing task.

7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

7W2c: Use precise language and domain-specific vocabulary to explain a topic.

7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

7W2e: Provide a concluding statement or section that explains the significance of the information presented.

7W2f: Establish and maintain a style appropriate to the writing task.

7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.

7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.

7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.

7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

7W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to both literary and informational text, where applicable.

### **Research to Build and Present Knowledge**

7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.

7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

## 7<sup>th</sup> Grade Speaking and Listening

### Comprehension and Collaboration

7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

7SL1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.

7SL2: Analyze the main ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study

7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.

### Presentation of Knowledge and Ideas

7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.

7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.

7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## 7<sup>th</sup> Grade Language Standards

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills *by the end of Grade 8*. The → is included to

indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard 7L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Core Conventions Skills** for Grades 6→8:

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Explain the function of verbals (gerunds, participles, infinitives).
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate verb shifts.

**Standard 7L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### **Core Punctuation and Spelling Skills** for Grades 6→8:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

### **Knowledge of Language**

7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### **Vocabulary Acquisition and Use**

7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

7L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

7L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

7L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

7L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

7L5a: Interpret figurative language, including allusions, in context.

7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

7L5c: Distinguish among the connotations of words with similar denotations (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# 8<sup>th</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for Grades 6-12

### Range of Text Types for 6-12

Students in grades 6 through 12 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### Text Complexity Expectations for 8<sup>th</sup> Grade

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## 8<sup>th</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)

8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

### Craft and Structure

8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

8R5: In literary texts, and informational texts, compare and contrast the structures of two or

more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea. (RI&RL)

8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)

In informational texts, analyze how the author addresses conflicting evidence or viewpoints. (RI)

### **Integration of Knowledge and Ideas**

8R7: Evaluate the advantages and disadvantages of using different media-- text, audio, video, stage, or digital-- to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)

8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)

8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **8<sup>th</sup> Grade Writing Standards**

### **Text Types and Purposes**

8W1: Write arguments to support claims with clear reasons and relevant evidence.

8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.

8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.

8W1c: Use precise language and content-specific vocabulary to argue a claim.

8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8W1e: Provide a concluding statement or section that explains the significance of the argument presented.

8W1f: Maintain a style and tone appropriate to the writing task.

8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.

8W2c: Use precise language and domain-specific vocabulary to explain a topic.

8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8W2e: Provide a concluding statement or section that explains the significance of the information presented.

8W2f: Establish and maintain a style appropriate to the writing task.

8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.

8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.

8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

8W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.

8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to both literary and informational text, where applicable

### **Research to Build and Present Knowledge**

8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of

each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

## **8<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

8SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.

8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas**

8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear-enunciation.

8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.

8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## 8<sup>th</sup> Grade Language Standards

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 6-8, the student is expected to know and be able to use the skills *by the end of Grade 8*. The → is included to indicate skills that connect and progress across the band.

### Conventions of Standard English

**Standard 8L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### Core Conventions Skills for Grades 6→8:

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Explain the function of verbals (gerunds, participles, infinitives).
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate verb shifts.

**Standard 8L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### Core Punctuation and Spelling Skills for Grades 6→8:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

### Knowledge of Language

**8L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

8L3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### **Vocabulary Acquisition and Use**

8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

8L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

8L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

8L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

8L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

8L5a: Interpret figures of speech including irony and puns in context.

8L5b: Use the relationship between particular words to better understand each of the words.

8L5c: Distinguish among the connotations of words with similar denotations (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# High School English Language Arts Learning Standards

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# 9<sup>th</sup>-10<sup>th</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for Grades 6-12

### Range of Text Types for 6-12

Students in grades 6 through 12 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### Text Complexity Expectations for 9<sup>th</sup>-10<sup>th</sup> Grade

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level.

## 9<sup>th</sup>-10<sup>th</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)

9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)

In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)

### Craft and Structure



9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)

In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)

9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

### **Integration of Knowledge and Ideas**

9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)

9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)

9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **9<sup>th</sup>-10<sup>th</sup> Grade Writing Standards**

### **Text Types and Purposes**

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the

audience's knowledge level and concerns.

9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.

9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.

9-10W1f: Maintain a style and tone appropriate to the writing task.

9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.

9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

9-10W2c: Use precise language and domain-specific vocabulary to express the appropriate complexity of a topic.

9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.

9-10W2f: Establish and maintain a style appropriate to the writing task.

9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.

9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.

9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.

9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.

### **Research to Build and Present Knowledge**

9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

## **9<sup>th</sup>-10<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

9-10LS1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.

9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.

### **Presentation of Knowledge and Ideas**

9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.

9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **9<sup>th</sup>-10<sup>th</sup> Grade Language Standards**

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use the skills *by the end of Grade 12*. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard 9-12L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Core Conventions Skills** for Grades 9→12:

- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

**Standard 9-12L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Core Punctuation and Spelling Skills for Grades 9→12:**

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

**Knowledge of Language**

9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.

**Vocabulary Acquisition and Use**

9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

9-10L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

9-10L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

9-10L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

9-10L5a: Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.

9-10L5b: Analyze nuances in the meaning of words with similar denotations.

9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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# 11<sup>th</sup>-12<sup>th</sup> Grade English Language Arts Learning Standards

## Range, Quality, and Complexity of Student Reading for Grades 6-12

### Range of Text Types for 6-12

Students in grades 6 through 12 should read a balance of literature and informational texts, both full-length and shorter works, including:

**Literature:** stories, drama, poetry, fiction, and other literary texts

**Informational Text:** biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

### Text Complexity Expectations for 11<sup>th</sup>-12<sup>th</sup> Grade

By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level. See Appendix A for guidance on quantitative and qualitative factors related to text complexity.

## 11<sup>th</sup>-12<sup>th</sup> Grade Reading Standards (Literary and Informational Text)

### Key Ideas and Details

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

11-12R3: In literary texts, analyze the impact of author's choices. (RL)

In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

### Craft and Structure

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

11-12R5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)

In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)

### **Integration of Knowledge and Ideas**

11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)

In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)

11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)

11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

## **11<sup>th</sup>-12<sup>th</sup> Grade Writing Standards**

### **Text Types and Purposes**

11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.



11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.

11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented.

11-12W1f: Maintain a style and tone appropriate to the writing task.

11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

11-12W2c: Use precise language, domain-specific vocabulary and literary techniques to express the appropriate complexity of a topic.

11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.

11-12W2f: Establish and maintain a style appropriate to the writing task.

11-12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

11-12W3a: Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

11-12W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.

11-12W3c: Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

11-12W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

11-12W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres.

Explain connections between the original and the created work.

11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.

### **Research to Build and Present Knowledge**

11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

## **11<sup>th</sup>-12<sup>th</sup> Grade Speaking and Listening**

### **Comprehension and Collaboration**

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

11-12LS1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source,

and note any discrepancies among the data to make informed decisions and solve problems.

11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

### **Presentation of Knowledge and Ideas**

11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **11<sup>th</sup>-12<sup>th</sup> Grade Language Standards**

**Please note:** Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 9-12, the student is expected to know and be able to use the skills *by the end of Grade 12*. The → is included to indicate skills that connect and progress across the band.

### **Conventions of Standard English**

**Standard 9-12L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Core Conventions Skills** for Grades 9→12:

- Use parallel structure.
- Use various types of phrases and clauses to add variety and interest to writing or presentations.
- Understand that usage is a matter of convention that can change over time.
- Resolve issues of complex or contested usage, consulting references as needed.

**Standard 9-12L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

## Core Punctuation and Spelling Skills for Grades 9→12:

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use a semicolon to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.

## Knowledge of Language

11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

## Vocabulary Acquisition and Use

11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

11-12L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

11-12L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage

11-12L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

11-12L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.

11-12L5b: Analyze nuances in the meaning of words with similar denotations.

11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.